



Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

10/9/2018

Jeff Hauswald
Kokomo Comm. Schl Corp.: #3500
1500 S Washington St
Kokomo, IN 46902

Dear Jeff Hauswald,

Thank you for your recent renewal application for a 1003(g) School Improvement Grant under the ESEA. Congratulations, **Bon Air Elementary School's** renewal application was accepted and SIG funds will continue for SY 2018-2019.

In accordance with your application and available funding, you are being awarded **\$125,205.00** for the 2018-2019 school year. Funds for this grant period are available from July 1, 2018 and must be expended by September 30, 2019.

Federal Program Title I	School Improvement Grant
Federal Agency	U.S. Department of Education
Pass Through Agency	Indiana Department of Education
CFDA Number	84.377A
Award Name	School Improvement Grants
Award Number	S377A140015

The Title I §1003(g) School Improvement Grant award must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of the students at this school. Improvement funds must be tracked separately from all other Title I Grants. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement (this funding number must not be the same number as is used for the Title I Basic grant award). Because these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on improvement initiatives at that particular school.

We look forward to continuing our work with your team this school year. Please feel free to contact Dwayne Marshall at dmarshall2@doe.in.gov if you have any questions.

Sincerely,

Nathan Williamson
Director of Title Grants and Support
Indiana Department of Education

cc: Title I Program Administrator
SIG Coordinator
Principal



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Title I -1003(g) School Improvement Grant Renewal Application SY 2018-2019
Cohorts 6 - 8- Transformation Model

Part 1: Grantee Information

Instructions: Complete school and district information below.

School Corporation/ Eligible Entity	Kokomo School Corporation		Corp #	3500
School	Bon Air Elementary		School #	2945
Superintendent Name	Dr. Jeff Hauswald		Email	jhauswald@kokomo.k12.in.us
Title I Administrator Name	Dr. Dorothea Irwin		Email	dirwin@kokomo.k12.in.us
Principal	Dr. Paula Concus		Email	pconcus@kokomo.k12.in.us
Telephone	765-454-7030	Fax	765-454-7034	
SY 2018-2019 Allocation	\$125,205			



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Part 2: Grant Award Information

Grant Award Timeline:

Renewal Application Release	Release application and guidance to LEAs	June 7, 2018
Application Due	Renewal application must be submitted to IDOE	July 7, 2018
Application Review	Renewal applications reviewed by IDOE	July 7 – August 7, 2018
Notification and Funds Available	Renewal awards will be finalized and funds will be available <i>*any school who is asked to resubmit any piece of their application will not have access to funds until final approval is given</i>	August 7, 2018
SY 17-18 Artifact Due	Outcome Artifact from SY 17-18 will be emailed to 1003g@doe.in.gov	June 30, 2018

Grant Award Resources:

- USED SIG information: <http://www2.ed.gov/programs/sif/legislation.html#guidance>
- Indiana SIG Award Information: www.doe.in.gov/sig

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CFDA Number:	84.377A
Award Name:	School Improvement Grants
Grant Award Number:	S377A00180015A

Instructions: Please complete the table below regarding who was involved with the grant process.



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Staff Members Consulted and Part of the Renewal Application Process

Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
Dr. Paula Concus	Principal
Mrs. Lyndsi Smith	Assistant Principal
Mrs. Paula Jensen	Teacher of Students in General Classroom
Mrs. Darcie York	Teacher of Students in General Classroom
Ms. Terri Helms	Teacher of Art
Mrs. Jenny McKee	Teacher of Students in ED Classroom
Ms. Melissa Mayfield	Teacher of Students in General Classroom
Ms. Cathy Hart	Secretary

Part 3: LEA and School Assurances

Instructions: Certain terms and conditions are required for receiving funds under the School Improvement 1003g Grant and through the Indiana Department of Education (IDOE). Therefore, by signing the following assurances, the grantee agrees to comply with all applicable federal, state, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of this grant as stated below.

The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
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- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members.
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- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded.
- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary.
- Provide ongoing technical assistance to schools identified for Title I School Improvement as they develop or revise their school improvement plan, and throughout the implementation of that plan.
- Coordinate the technical assistance that is provided to schools in Title I School Improvement. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement.
- Expenditures contained in this Title I School Improvement Application accurately reflect the school improvement plan(s).
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan.
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement.
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan.
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner.

By signing below, the LEA agrees to all assurances above and certifies the following:

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date.
- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds.
- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of sub grant funds.
- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term "principal" for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.



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The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

Superintendent Signature:		Date:	Click here to enter a date.
Title I Administrator Signature:		Date:	Click here to enter a date.
Principal Signature		Date:	Click here to enter a date.

Part 4: Achievement and Leading Indicators SY 17-18

SIG Achievement and Leading Indicators											
Achievement Indicators	Baseline SY 20-- - 20--*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	26.00%	40%	20%	50%	17.4 %	55%	42%	60%		65%	
Percent of students proficient on ISTEP (ELA) (3-8)	41.20%	60%	30.2%	65%	29.3%	70%	38%	75%		80%	
Percent of students proficient on ISTEP (Math) (3-8)	31.00%	50%	24%	60%	25%	65%	48%	70%		75%	
Percent of students proficient on IREAD (Spring Test Only) (3)- Elementary only	46%	70%	68.9%	70%	69.1%	75%		80%		85%	
Leading Indicators	Baseline SY 20-- - 20--*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
1. Number of minutes in the School Yr. students are required to attend school	77400	77400	77400	77400	77400	77400	77400	77400		77400	
2. Number of daily minutes of math instruction	90	90	90	90	90	90	90	120		120	

3. Number of daily minutes of ELA instruction	90	120	90	120	90	120	120	120		120	
4. Student attendance rate (must be % between 0 and 100)	94.94%	95.00%	95.36%	96.00%	94.6%	96.5%					
Leading Indicators	Baseline SY 20-- - 20--*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
5. Truants – number of (unduplicated) students who have received truancy letters or action, enter as a whole number	0	0	0	0	0	0	0	0			
6. Expanded Learning Time (total number of hours offered)											
7. Number of discipline referrals	343	250	220	175	232	150		110		75	
8. Discipline incidents – number of suspensions and/or expulsion	SUS--14 EXP--0	SUS--10 EXP--0	SUS--23 EXP--0	SUS--10 EXP--0	SUS--36 EXP--0	SUS-- EXP--	SUS-- EXP--	SUS-- EXP--	SUS-- EXP--	SUS-- EXP--	SUS-- EXP--
9. Distribution of teacher performance level on LEA's teacher evaluation system	IN-- IMP-- EFF-- HEFF--	IN--0 IMP-0- EFF--20 HEFF--8	IN-- IMP-- EFF-- HEFF--	IN--0 IMP--0 EFF--10 HEFF--13	IN--1 IMP--1 EFF--6 HEFF--15	IN--0 IMP--0 EFF--7 HEFF--13	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF-- HEFF--
10. Teacher attendance rate (must be a % between 0 and 100)	95.00%	95.50%	95.00%	96.00%	94%	95%		96%		95%	
11. Teacher retention rate (must be a % between 0 and 100)	77.77%	90.00%	91.60%	90.00%	92.31%	90%		90%		90%	



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***Baseline SY:** Please enter data from the school year prior to your first full year of implementation. Proceed to enter data from subsequent years following your baseline year to present. *I.e. If SY 16-17 was your first full year of implementation, please enter SY15-16 data in the Baseline column. Proceed to enter data for years SY 16–17 to present.*

Part 5: Analysis and Outcomes

Instructions: SIOT Activity: (Strengths, Improvements, Opportunities, and Threats)

- List school's primary strengths and weaknesses from SY 17-18—forces or barriers working for and against SIG implementation or school's mission
- List school's key opportunities and threats from SY 17-18—political, economic, social, technological, demographic, or legal trends that are or may impact school's ability to achieve SIG implementation or school's mission.
- What are the projected outcomes for SY 18-19 after completing the SIOT Analysis? Are there any opportunities we can take advantage of because of a strength? Are there any threats compounded by a weakness?

SIOT Analysis	
<p>Strengths:</p> <ul style="list-style-type: none"> • Maintaining strong partnerships within leadership team, and teaching staff • Establishing a focused vision for school improvement • Developing and implementing a curriculum based on priority standard and units of study that emphasize student learning outcomes • Training and implementation of Well-Managed Schools and adding Kickboard to track data on student behavior • Building student ownership of behavior data throughout school year • Improving spring 2018 ISTEP results with increases in both Math and ELA 	<p>Areas of Improvement:</p> <ul style="list-style-type: none"> • Continue to develop relationships among school staff that improve implementation of SIG initiatives • Continue to develop expertise with video equipment to fully utilize and create our own videos • Continue to build teacher capacity and confidence to reflect and review using data and develop professional development videos of best practices • Hone practices of data informed instruction and have more meaningful dialogue among teachers
<p>Opportunities:</p> <ul style="list-style-type: none"> • Curriculum development paves the way for developing scales and common formative assessments • Online tools and resources from external provider include virtual data wall that can be used to easily track data and base instructional decisions on what students need • Continue utilizing technology such as Mastery Connect (to support instruction) and professional development videos (to highlight teacher capacity and training) • Increase parent and family engagement 	<p>Threats:</p> <ul style="list-style-type: none"> • Ensure a balance between the autonomy a SIG school needs to have to make necessary changes for students and keep within the vision the district has established • Balance the high-poverty and mobility of students • Retain teachers moving forward in SIG



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Projected Outcomes for SY 18-19

- Implement curriculum; complete scales and common formative assessments
- Implement and utilize data tools to drive dialogue with teachers and staff about instruction, especially during teacher collaboration (PLC) time
- Continue to focus on best instructional practices in the classroom and share with each other through collaboration and professional video sessions
- Develop student ownership/ tracking of both behavior and academic data

Part 6: SIG Implementation SY 2018-2019

Instructions: IDOE has aligned the renewal application with Transformation principles and required/recommended interventions in column one below as Focus Areas. Please complete the entire table and align your SY18-19 action steps.

<u>Focus Areas</u>	<u>Action Steps and Person(s) Responsible</u>	<u>Timeline</u>	<u>Budgeted Items</u>	<u>Measurable Outcomes</u>
<i>SAMPLE: Increase learning time</i>	<i>SAMPLE: Meadows School will provide before and after school opportunities for all students to help increase student achievement called, Crunch Time. Person Responsible: Ms. Smith, Title I Interventionist</i>	<i>SAMPLE: Multiple Phases (Multiple Quarters)</i>	<i>SAMPLE: \$5,000 - Stipends</i>	<i>SAMPLE: The Crunch Time program will be tracked using a google spreadsheet to document what before/after school program students attended. This data will be compared to student achievement data.</i>
Develop School Leadership Effectiveness	<p>Action A: 14 days of onsite visits with external provider, Equitable Education Solutions (EES) to include: 4 days of progress monitoring of plan and 10 days of consultation focused on goals for a data-driven culture, implementation of high-impact strategies, and development and use of formative assessments. (Principal)</p> <p>Action B: The principal mentor will meet with the principal on two days throughout the school year to provide coaching and support focused on increasing leadership capacity. (Principal)</p> <p>Action C: External Evaluator will meet with the leadership team and visits classrooms during the school year and conduct surveys at the end of the year to produce an end-of-year report on the progress of implementation of SIG. (Principal)</p> <p>Action D: Leadership team gathers data to monitor the PBIS system (Principal, Behavior Specialist, Leadership Team)</p>	Multiple Phases (Multiple Quarters)	<p>Action A: \$24,500 (14 days with EES)</p> <p>Action B: \$3,000 (Principal Mentor)</p> <p>Action C: \$6,000 External Evaluator</p> <p>Action D: \$1,638/\$378 leadership team stipends and benefits for leadership team members to</p>	<p>Action A: The Principal and EES will meet to plan and review implementation of Instructional Practices. Other Leadership Team members will also be involved in many of the planning sessions.</p> <p>Actions B & C: The principal will meet with the principal Mentor and External Evaluator. The principal will keep notes based on all meetings. The external evaluator will produce an end-of-year report about the school's implementation</p> <p>Action D: Leadership Team will meet to review and offer feedback of Implementation of Effective Instructional Practices.</p> <p>Action E - I: Administrative team will conduct walk-throughs and offer feedback to staff. The focus of the feedback will be instructional practices that support the goals of the</p>

	<p>Action E: Principal involves administrative leadership team in conducting building -wide observations of at least 10 minutes to ensure instructional and alignment with standards-based curriculum and student engagement (Principal, Administrative Leadership Team)</p> <p>Action F: Continue implementation of Tier II support for ELA and Math (Principal)</p> <p>Action G: Continue walkthroughs for baseline of PBIS, high impact strategies, and effective collaboration (Principal)</p> <p>Action H: Principal conducts walkthroughs with Behavior Specialist (Principal, Behavior Specialist)</p> <p>Action I: Summarize data at PLC and report on digital data wall (Principal)</p> <p>Action J: Analyze formative assessments with the Data Review Cycle (Principal)</p> <p>Action K: Establish a calendar of events for staff and parents (Principal)</p> <p>Action L: Develop student ownership (Principal, Instructional Facilitator)</p>		<p>meet outside of contracted time (7 staff x 9 months x 1 hour x \$26/6)</p> <p>Actions E – L: \$0</p>	<p>program. Data will be reviewed monthly for Reading and Math.</p> <p>Action J: Staff, with support of Administrative Team and Consultant will continue to develop and analyze formative assessments.</p> <p>Action K: A calendar of events will be posted online and via hard copy and disseminated to parents and staff.</p> <p>Action L: Staff and leadership will develop and monitor implementation of student trackers.</p>
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Develop Teacher Effectiveness	<p>Action M: Partnership with Teach Plus to provide training to teachers regarding PLC implementation (Principal)</p> <p>Action N: A data warehouse program (Forecast 5) will be purchased and used to track and utilize student data more quickly and efficiently than what has been possible in the past (Principal)</p> <p>Action O: Supplies such as books, chart paper, markers, incentives for teacher training will be purchased to support PLCs and teacher collaboration meetings (Principal)</p> <p>Action P: All staff will participate in a summer retreat in 2018, prior to the start of the school year and will include building teams, planning, and integration of SIG and Transformation Zone. (Principal)</p> <p>Funding will be provided to teachers to participate in after school or summer professional development (outside of contracted time).</p> <p>Action Q: Weekly collaboration – use vertical articulation to study and implement high impact strategies (Principal, Assistant Principal, Teachers)</p> <p>Action R: Use horizontal articulation to implement Tier II small group math interventions based on data (Principal, Assistant Principal, Teachers)</p>	Multiple Phases (Multiple Quarters)	<p>Action M: \$3,500 Teach Plus PLC/teacher leadership training</p> <p>Action N: \$3,000 data warehouse program</p> <p>Action O: \$3,000 Supplies such as books for book studies</p> <p>Action P: \$4,550/\$1,050 stipends and benefits for summer retreat (25 teachers x 7 hours x \$26/hr)</p> <p>\$4,000/\$1,000 stipends and benefits for extended professional development</p>	Actions M - R: Evidence will be PLC meeting notes and agendas, data reports, and walkthroughs for implementation of instructional strategies
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			Actions Q & R: \$0	
Implement Comprehensive Instructional Reform Strategies	<p>Action S: A Reading Intervention teacher will work with students throughout the day to provide additional support to struggling readers</p> <p>Action T: Leveled books for intervention groups, small groups in classrooms. Based on use and age and wear/tear of books we have, there is a need to refresh to replace and add new titles.</p>	Multiple Phases (Multiple Quarters)	<p>Action S: \$20,000/\$1,750 salary and benefits for Reading intervention Teacher (32 weeks x 25 hours per week x \$25 rate)</p> <p>Action T: \$17,809 Leveled books</p>	<p>Actions S - T: Academic performance of students who receive additional time and support from the Reading Intervention Teacher will tracked and compared to non-intervention students to determine the effectiveness of services.</p> <p>Both academic and behavioral data of students throughout the year to determine patterns of behavior, impact on learning, and intervention activities.</p> <p>Principal uses walkthroughs, instructional rounds, and student data to monitor the degree to which high impact strategies are in place (Principal)</p>
Increase Learning Time	Action U: Provide after school and summer school tutoring for students who need additional support (Principal, Teachers)	Multiple Phases (Multiple Quarters)	Action U: \$4,160.00 stipends for after school for 4 teachers x 20 weeks x 2 days x 1 hours x \$26 rate)	Action U: Staff, Administrators will develop and implement a plan to provide extra assistance to identified students. Transportation will be provided. Teachers will have funding to purchase supplies for the extra sessions.

			<p>\$5,120.00 stipends for summer school for 4 teachers x 2 weeks x 4 days x 4 hours x \$40 rate)</p> <p>\$2,000 benefits for after school and summer school programs</p> <p>\$1,000 after school transportation</p> <p>\$750 summer school transportation</p>	
Create Community-Oriented Schools	Action V: Plan/ host Parent Meetings, including two sessions per semester (Family Liaison, Social Worker, Assistant Principal)	Multiple Phases (Multiple Quarters)	Action V: \$5,000 supplies for Parent Nights, such as games, take home books;	Action V: Parent engagement will increase and be maintained because of activities to invite parents into school, create opportunities for families and staff to interact in an informal learning environment.

			also notification, surveys for parents	
Provide Operational Flexibility	Action W: Principal recommendation for open staff positions Action X: Create master schedule with time for intervention	Phase Five (Summer Session)	Actions W & X: \$0	Actions W & X: Principal will make decisions that have the highest impact on student growth and achievement.
Sustain Support	Action Y: Technology upgrades to the school, such as classroom projectors, that will be embedded into instructional practices that encourage engagement and enhancement of lessons beyond the period of SIG funding	Multiple Phases (Multiple Quarters)	Action Y: \$12,000 technology upgrades	Action Y: Technology will be purchased after needs have been identified and discussion about how to embed learning practices into the curriculum. Walkthroughs will be conducted to view the frequency and utilization of technology.



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Part 7: Outcome Artifact

Instructions: Schools will be required to produce a tangible “outcome” piece to be shared with IDOE and to be published on the IDOE website as resources for other schools. This “outcome” piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. Possible “Outcome Artifacts could include: mini-lesson video, recording of students working on an activity, WebEx, How-To One-Pager, Blog, Podcast. Outcome Artifacts” should be linked to goals of your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data.

Briefly describe what the school will plan to submit as an “Outcome Artifact” for SY 2018-2019 and how this will be aligned to your grant and the key area.

Bon Air Elementary School will create an end-of-year document or video that highlights the work our staff and students. Events such as collaboration, classroom projects, and parent activities (for example) will be included.



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Part 8: Budget SY 18-19

Instructions: The budget will be completed in a separate Excel workbook for SY 2018-2019, and must include any changes from the original budget submission. Once approved by IDOE, will serve as the operating budget for the duration of the school year, unless otherwise amended and approved by IDOE.



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- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan.
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement.
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan.
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner.

By signing below, the LEA agrees to all assurances above and certifies the following:

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date.
- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds.
- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of sub grant funds.
- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term "principal" for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.






Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

Superintendent Signature:		Date:	6/30/2018
Title I Administrator Signature:		Date:	6/30/2018
Principal Signature		Date:	6/30/2018

Part 8: 1003g SIG Budget SY 18-19

Complete the budget below:

SY 2018-2019		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Expenditure Number	Account	Salary		Benefits		Professional Services	Rentals	Other Purchase Services	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction	\$ 29,280.00		\$ 3,750.00					\$ 17,809.00	\$ 12,000.00		\$ 62,839.00
21000	Support Services - Student											\$ -
22100	Improvement of Instruction (Professional Development)	\$ 10,188.00		\$ 2,428.00		\$ 37,000.00			\$ 3,000.00	\$ 3,000.00		\$ 55,616.00
22900	Other Support Services											\$ -
25191	Refund of Revenue											\$ -
26000	Operation & Maintenance											\$ -
27000	Transportation							\$ 1,750.00				\$ 1,750.00
33000	Community Service Operations								\$ 5,000.00			\$ 5,000.00
60100	Transfers (interfund)											\$ -
	Column Totals	\$ 39,468.00	\$ -	\$ 6,178.00	\$ -	\$ 37,000.00	\$ -	\$ 1,750.00	\$ 25,809.00	\$ 15,000.00	\$ -	\$ 125,205.00

Indirect Cost Rate %:	2.29	Subtract the amount above \$25,000 (per individual contracted service) from your total budget:										
Total after deducting Property:												\$ 125,205.00
Total Available for Indirect Costs:												\$ 2,867.19
Amount of Indirect Cost to be used:												\$ -
Grand Total After Indirect Cost:												\$125,205.00

Budget Narrative

DIRECTIONS: Provide a narrative below on how funding is allocated. E.g. Other Purchase Services: \$1,500-- PD for mentor teachers to attend New Tech training; \$4,000 --administration team attending NASTID conference

Supplies	Property: Equipment/ Technology
Purchase/refresh leveled library for teachers and intervention staff (\$17, 809)	Four Epson projectors for classrooms (\$12,000); Data Warehouse (\$3,000)
Professional Services	Other Purchase Services (travel, communication)
EES (\$24,000); Principal Mentor (\$3,000); External Evaluator (\$6,000); and Teach Plus (\$3,500)	After school transportation (\$1,000); summer school transportation (\$750)

SIG Staffing

Instructions: Complete the SIG Staffing information below

Staff Name	Staff Position	Cert/ Non-Certified.	FTE:	Stipend: Y/N	Split Funded: Y/N	Additional Funding Source	Position Description
Nancy Hostetler	Reading Interventionisth	Certified	0.48	N	N	NA	Part-time retired teacher to work with identified students needing reading intervention (\$20,000/\$1,750)
Multiple Staff	Teachers	Certified	NA	Yes	N	NA	Stipends for PD (\$4,000/\$1,000)
Leadership team	Teachers	Certified	NA	Yes	N	NA	Stipends for leadership meetings after school, intercessions, and summer (\$1,683/\$378)
Muiltple Staff	Teachers	Certified	NA	Yes	N	NA	Stipends for leadership retreat (\$4,550/\$1,050)